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ABSTRACT

The Richland County (Ohio) Welfare Coordination Project had three main goals: (1) to examine the roles, functions, and allowable service activities of each of four agencies involved in adult education, training, and job placement efforts; (2) to develop a systematic approach to the selection of service providers for clients; and (3) to develop resources within the existing social service community to fill any gaps in services identified. Staff from the participating agencies worked toward the development of activities recommended by work groups of the agencies in the areas of education and training, support services, services to youth, job development and placement, service eligibility, and resource management. Recommendations included improved coordination, tracking of client progress, provision of child care and transportation resources, involvement of business, simplification of assessment and intake procedures, evaluation of quality as well as quantity of services, increasing hours and accessibility of services, and provision of counseling. (Appendixes to the report include a list of recommendations and the system collaboration committee documents and list of names.) (KC)

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WELFARE COORDINATION PROJECT

FINAL REPORT

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WELFARE COORDINATION PROJECT

FINAL REPORT

Introduction

Grant History and Goals

The Richland County Welfare Coordination Project was conceived in 1989 in the midst of efforts to effectively coordinate activities of the JOBS Program at the Richland County Department of Human Services and the MARK Private Industry Council (PIC). Administrators of those agencies recognized the potential improvement in services to public assistance recipients and other high need clients through enhanced interconnections between their staffs and programs, and took advantage when funds became available to support the planning and development of such interconnections. It is worth noting that this project evolved in the midst of several other formal projects in the Richland County service system to enhance services through collaboration.

In 1983, Ohio Governor Richard Celeste created the State Education Coordination and Grants Advisory Council (SECGAC) to administer funds from Section 123 of the Federal Job Training Partnership Act (JTPA) of 1982. One purpose of those funds is "to facilitate coordination of education and training services for eligible participants through cooperative agreements between service agencies."

Accordingly, the JOBS Program and the MARK PIC, joined by the Adult Educational Programs of the Mansfield City Schools and the City of Mansfield Human Resource Bureau (HRB), made application to the SECGAC in 1989 for funds to support the development of planned coordinating linkages between various services of those agencies. In awarding this grant to Richland County, the SECGAC reinforced its determination to help Ohio communities offer their citizens integrated and coordinated services.

The three main goals of the project, as stated in the grant proposal were:

1) To examine the roles, functions, and allowable activities of each of the four agencies, in order to discern commonalities, overlaps and gaps in services to clients;

2) To develop a systematic approach to the selection of service providers for clients;

3) To develop resources within the existing social service community to fill any gaps in services identified.

Project Agencies

The agencies participating in this project provide the bulk of adult education, training, and job placement services to Richland County residents who are educationally and/or vocationally disadvantaged. Additionally, the Morrow County office of the Human Resource Bureau contributed time and ideas. In choosing participant agencies, efforts were made to ensure representation of all types of services and to keep the number of participants small enough to foster effective planning. It is certainly the hope of all involved in this project that other area agencies providing similar or related services will participate in and benefit from the planning and implementation of changes in the delivery of services to this target population.

The four participant agencies were:

The Richland County Department of Human Services, JOBS Program [JOBS]

The Morrow-Ashland-Richland-Knox Private Industry Council [PIC]

The Adult Education and Adult Vocational Programs of the Mansfield City Schools [MCS]

The City of Mansfield Human Resource Bureau [HRB]

For the sake of ease, references to these agencies throughout this report may utilize the three or four letter acronyms found in brackets at the end of each agency name listed above.

The JOBS Program was initiated at the Richland County Department of Human Services in January, 1989, to implement the requirements of the Family Support Act, passed by the United States Congress in 1988. Through this program three types of services are made available to persons dependent upon public assistance: 1) Education and training, 2) Child care for parents of young children, and 3) Support services which enhance the ability of participants to retain employment once found. In Richland County approximately 60% of all public assistance recipients are eligible for JOBS participation.

The MARK PIC office serves as the local implementation agency for the Job Training Partnership Act (JTPA) of 1983. The agency utilizes Federal dollars to ensure the provision of education, training, job placement and support services to persons eligible by income level and work record. Its primary goal is to place previously unemployed and underemployed persons in private sector positions which will result in enhanced self-support. The PIC agency accomplishes this goal primarily through contractual agreements with qualified local service providers.

The Mansfield City Schools, in addition to their primary function of providing mandatory education for all school-age youth, offer a variety of educational and training programs for adults. Adult Basic Education classes prepare persons lacking a high school diploma for the General Equivalency Diploma (GED), while vocational training programs lead to the acquisition of skills in specific areas, including secretarial science and tool and die making. A variety of additional programs round out a continuum of services designed to raise the knowledge and skill levels of participants, including literacy training, English training for foreigners, job placement, employee retraining, and support for persons who are single and head of a household.

The City of Mansfield Human Resource Bureau is a community action agency focussing education and job placement services on persons under 21 who are economically disadvantaged. This agency offers services to help school-age youth succeed in the completion of requirements for a high school diploma, pre-employment training and placement, and GED preparation for persons unable to attain a high school diploma. Their ultimate goal for each youth participant is private sector employment. This project was fortunate to include participation from staff of the Morrow County office of the HRB.

Project Methodology

Summary

Staff from the participant agencies worked towards the development of the recommendations contained in this report at three distinct levels: First, a Core Group was established to plan and guide the overall project functioning. Second, Work Groups in six specific content areas were created to explore needs and possibilities in those areas. Third, chief executive officers for each agency kept in close touch with the project throughout its implementation. In all, 47 employees of the four agencies contributed directly to these recommendations.

Methodology

The Core Group was formed in October, 1989, comprised of three persons: 1) Sharlene Neumann, Director of Richland Works!, which implements Project LEAP and the JOBS programs; 2) Bridget McDaniel, the Manager of Administrative Services for MARK PIC; and 3) Joseph H. Mudra, an administrator from the Mansfield City Schools with familiarity in school-age and adult programming, who also fulfills administrative duties for the City of Mansfield Human Resource Bureau.

The Core Group developed a project timetable, goals and objectives, and hired a consultant to facilitate the project. Throughout the implementation period, the Core Group worked closely with and guided the project consultant.

The project consultant was Cliff Davis, of C. D. Services in Newark, Ohio. Mr. Davis, a Licensed Professional Clinical Counselor, was chosen specifically because of his expertise in the development of collaborative networks for the provision of community human services.

The Core Group chose six specific areas for exploration by Work Groups. Those areas were:

- Education and Training
- Support Services
- Services to Youth
- Job Development and Placement
- Service Eligibility
- Resource Management

Each Work Group contained a minimum of one representative from each agency, with as many as three per agency in some groups, all chosen by the Core Group members and the agency directors. Work Groups met weekly over a 10-week period. Each was led by the project consultant through a structured process, designed to identify system strengths and weaknesses and to generate methods of improvement in areas of need.

A certain amount of duplication and overlap occurred between the various Work Groups, which served as a project control. Certain issues were singularly raised in one Work Group but not affirmed by the work of others, and those are minimally included in this report. Other issues appeared in the work of all six groups and have accordingly been dealt with extensively. Therefore, no attempt is made in this report to separate the outcomes of specific Work Groups. The collective products of all six Work Groups are presented herein as project products.

Once the Work Groups completed their exploration of possible service changes, the Core Group and the project consultant jointly reviewed all available information and prepared this report.

The executive administrators of each agency met with and advised the Core Group at the initiation of the project, mid-way through the Work Group meetings, and prior to the preparation of this report, anchoring project activities in the needs and realities of each agency.

Acknowledgements

This project was possible only through the willingness of the State Education Coordination and Grants Advisory Council to fund planning and implementation efforts. The Richland County service community is indebted to the Council for this opportunity to deeply explore community needs and to implement planned change.

Locally, even though this report is directed to them, much appreciation is given to the executive officers of the participant agencies:

Doug Theaker, Director, Richland County Department of Human Services
Robert D. Gordon, Administrator, MARK Private Industry Council
Mel D. Coleman, Superintendent, Mansfield City Schools
Darryl B. Eyster, Exec. Dir., City of Mansfield Human Resource Bureau

Without clear and unequivocal support from these administrators this project could never have happened. They have encouraged all of their staff members to form linkages to other agencies and have demonstrated, by their personal efforts, the efficacy of interagency cooperation and planning.

Finally, this report is dedicated to the 44 agency employees who comprised six separate Work Groups. They added 10 (or 20 or 30) meetings to their already hectic schedules, offering their experience and knowledge in the interest of better services for the people who are their clients. To a person they are competent, dedicated servants to the Richland County community.

Service System Description

The project included participation of several major providers of educational and/or vocational services to adults and older adolescents. Examples of these types of services include Adult Basic Education, skill-specific vocational training, literacy preparation and training, job search and maintenance training, job placement, subsidized employment, and services which enable participants to overcome difficulties which might otherwise hinder their employment, such as child care and transportation. While additional community agencies provide similar services, the participant agencies were considered to be many of the largest providers and demonstrated a history of positive efforts to work together.

Service System Goals

Several general goals define the importance to the community of the services provided by this system of agencies:

- To support and stimulate the development of skills which will lead to self-support in individuals who lack those skills or who must overcome barriers to achieve self-support
- To increase independence of individuals and families reliant upon public assistance and other social services
- To increase the qualified work force from which employees in Richland County businesses and industries are drawn
- To provide training in specific skill areas useful to local employers
- To ensure that the educational/vocational training system is responsive to the needs and realities of the local business, industrial and labor communities
- To enhance the ability of the local business, industrial and labor communities to be responsive to the needs and realities of the educational/vocational training system and its clients

Individual service providers pursue additional and more specific goals, most of which are subsumed under this list of broad service goals.

Target Population

For the purposes of this project, the target population was chosen to be those residents of Richland County who are vocationally and/or educationally disadvantaged. The following list, which is intended to be inclusive and not exclusive, offers many descriptive categories of persons included in the target population:

all persons over the age of 18 who have not completed high school or received a General Equivalency Diploma;
all adult recipients of public assistance, except some who are physically and/or emotionally disabled

all adults with limited reading and/or writing abilities
many persons whose training and/or job experience is no longer useful in the private sector
economically disadvantaged adolescents, between the ages of 14-17, and those who are behind their age-appropriate grade level, who are at risk of dropping out prior to graduation, or who possess any type of condition or disability which interferes with learning (i.e.: teen parents, developmentally handicapped, etc.)
persons who have never been part of the work force, perhaps by virtue of prior economic dependence upon others
persons seeking an increase in their skill and/or educational levels
single heads of households
foreign-born persons with little command of English

Generally, the target population includes persons receiving services from at least one of the four participating agencies. In many instances, those persons receive services from more than one of these agencies, as well as from other community service providers offering related services. It is hoped that all collaborative efforts resulting from this project will increase the provision of services to community members.

Service System Strengths

As a result of a detailed exploration of the current system of services to the target population, it is clear that many strengths lie within that system and merit recognition. This listing of some of those strengths is but a surface mention of effective, well-planned and well-implemented programming.

Richland County was one of the first Ohio counties chosen to implement the JOBS Program. During its first year of operation approximately 1500 participants were assessed, 350 placed in education and/or training programs, 50 received GED's, and 30 local employers hired JOBS clients, leading to a welfare savings of over $400,000 in 1989.

State-of-the-art computer-assisted learning programs (Principles of Alphabet Literacy Systems - PALS, and Comprehensive Competencies Program - CCP) are offered at multiple sites by the Mansfield City School Adult Education Programs and the City of Mansfield Human Resource Bureau, in cooperation with the Private Industry Council.

Adult Basic Education (ABE) programming is offered at 6 sites throughout the city and serves an average of 170 adult clients on a daily basis throughout the year.

The JOBS Job Club Program offers twelve Job Clubs throughout the year and has placed 40% of those completing Job Club into private sector employment, with an 89% job retention rate.

The Private Industry Council offers an aggressive subsidized employment program, placing participants in permanent private sector positions.

The JOBS Program and HRB offer Community Work Experience opportunities throughout the community, allowing persons with no previous work experience to prove their motivation and increase their useful knowledge.

Extensive efforts at all agencies lead towards literacy training for those members of the community who lack the abilities to read and/or write.

A variety of skill-oriented vocational training programs prepare up to 65 persons each year for specific private sector employment.

Each system agency boasts a high staff retention rate, leading to provision of services by persons with an average of 5 years experience in this service field.

The PIC has aggressively pursued funding for many years, leading to strong fiscal support for programming at other system agencies.

Programming at JOBS, MCS, and PIC, in concert with other local service agencies, lends specific support to pregnant women and single parents, aiding their efforts at responsible self-support, for themselves and their families.

The PIC and MCS coordinate training programs with changes in local industry, leading to retraining for current employees whose skills have become obsolete and placement support for persons whose employers have been forced to reduce their work force or close facilities completely.

HRB offers a host of educational support activities for adolescents unable to succeed through in-school educational programming, leading either to a high school diploma or a GED.

The Richland County service system has developed communication and cooperation agreements at all levels, creating a community atmosphere in which collaboration is encouraged and nurtured.

Resources have been set aside within the service system to offer limited support to clients in need of transportation and child care services, indicating a clear recognition of the importance of those supports to clients moving towards self-support.

English training for foreign-born persons has quietly enabled an average of 70 persons per year to gain fluency in the language and customs of this society.

System executives reflect a new breed of administrator, eager to form a strong community network of services.

It is firmly hoped that all programming resulting from this project will recognize and build upon these and other strengths extant in the service system in Richland County.

Service System Areas in Need of Enhancement or Development

This section represents the findings of the 6 Work Groups in this project. The focus of these findings is the clear identification of need areas in which service improvements will result in a higher quality of services available to the target population.

It should be noted that, for the purposes of explication, each of these need areas is described discretely, as if each were separate and independent of other areas. All who work in the system know that this is an artificial segmentation of issues which are all threads of a whole cloth. Changes in any one need area are necessarily connected to changes in others.

For this report, a consistent format will be followed for presentation of each service area in which development or enhancement is desirable. First, a summary statement is presented in boldface, followed by an explanation to clearly define the needs or problems in that area. If supporting statistics or documentary evidence is available it will be presented in a following paragraph. Each problem is numbered for ease of identification. A general effort has been made to present the most critical issues first, but it should not be assumed that issues with higher numbers are unimportant.

Service Areas

1. There is a great need for improved coordination and integration of services throughout this system. While some relationships existed among individual professionals within the system, most service providers were unfamiliar with programming at other agencies. Two agencies might have been providing similar or complementary programming, but their mutual ignorance about each other resulted in duplication of efforts and/or gaps in the system's ability to meet client needs. Further, when professionals at a given agency became aware of opportunities to expand or enhance programming, they tended to pursue those opportunities without knowledge of the needs or capabilities of other agencies providing similar services. It was not uncommon for two agencies to seek funding from the same pool of dollars without successful efforts to combine and coordinate their approaches.

When this project began, staff from each agency were brought into the Work Group setting with staff from the other agencies. Many professionals met each other for the first time and then discovered the types of services offered by their peers. In a few cases, new staff met co-workers from their own agency for the first time and learned about programming offered through their office. Throughout the Work Group process, staff members discovered ways in which their work connected to the work of others, and in which small or large adjustments in procedures could result in better delivery of services.

2. There is a need for a mechanism (or mechanisms) which allows client progress to be tracked or monitored as they move through this system of services towards the goal of self-support. For better or worse, it is possible for a client to be receiving similar or overlapping services from each of the participant agencies, while the staff at each agency is unaware of other professional involvement. In some cases such ignorance results only in duplicate or inadequate service provision to the client. In other cases, however, clients are able to take advantage of this ignorance and drain already limited service resources.

To document this need, a common but hypothetical client situation is presented. Mr. X (it could be Ms. X or Mrs. X) is a recipient of public assistance and eligible for required participation in the JOBS Program. He is assessed by the JOBS Intake Staff - since he lacks a high school diploma, he is referred to an Adult Basic Education site for GED preparation. He is a single head-of-household and has two minor children under his care, so he is given financial assistance for child care. He has no car or other reliable transportation, so he is given an allowance to cover bus fare to and from the ABE site. A week later, he walks in to the PIC office and asks for help to receive vocational training to become a mechanic. He does not mention his involvement with the JOBS Program. He is assessed by the PIC Intake Staff and, based on his interests and his apparent aptitude, is directed to a vocational training program offered through adult education in a local school. Arrangements are made for him to receive financial assistance for care of his minor children, and he is given a travel allowance. Upon arrival at the ABE site maintained by one local school system, he is assessed again, so that he can be placed at an appropriate level of study. Upon his arrival at the vocational training program, offered by a different local school system, he is again assessed. At this point in time, he has barely begun receiving services directed towards his goals, but he has been assessed four times, he has enrolled in two separate programs, and he has received financial help for child care and transportation from two separate offices.

In this hypothetical example (which fortunately has been exaggerated for illustrative purposes) the key to any coordination of services lies with the client's willingness to, or recognition that he needs to, communicate to each agency regarding his involvement with any other agencies. If the system is to function effectively, offering the best services to each client and the most services to the entire

target population, the responsibility for coordination must lie with the agencies, not with the client. A system which allows data from one assessment to guide all service delivery to each client, and which allows all involved providers to know of progress with other providers, will result in more effective services, both for individual clients and for the target population as a whole.

3. Clients with minor children have a paucity of resources through which to provide care for those children while they pursue their goals of self-support. There is no system for coordination of child care provision, except for a small group of public assistance recipients. There are not enough quality child care providers in the community to meet the need for child care. Clients who are educationally and/or vocationally disadvantaged lack sufficient financial resources to purchase quality child care. The funds available through the agencies to support the provision of child care to clients are limited and inadequate to meet the needs of their clientele. There are virtually no child care resources available to clients during evening hours, which is when many of the adult vocational training programs are offered. There are no local resources for "sick child care", for the target population or for any other population. Resources to enable clients to get their children to and from child care providers are inadequate.

It is impossible to overstate the significance of this need area. Members of the target population who have minor children are often placed in an extremely difficult position, where they must choose between caring for their children in the here and now, or improving their ability to become self-supporting and thus helping their children in the future. Regardless of the choice they make there will be negative consequences: those who choose to care for their children themselves will be more likely to need continuing public assistance and will run the risk of societal judgement for their lack of vocational motivation; those who choose to pursue educational or training goals may have to turn care of their children over to persons unqualified for the task, and thus also risk societal judgement for their lack of wise parenting, as well as possible problems with their children. It is absolutely necessary that client efforts to move towards self-support be strengthened by community efforts to ensure availability of adequate, high quality care for clients' children.

4. There is a woeful lack of transportation resources in the community to move clients to and from the sites where they can receive the services they need to become self-supporting. It is not enough for the community to offer educational and vocational services to the target population if such services are unreachable to those clients. To a Mansfield resident without his/her own reliable transportation, a training program at Madison High School is as out of reach as is a program in New York City.

Mansfield is more fortunate than many similarly-sized Ohio cities, in that it does have a public transportation system - Richland County Transit (RCT). However, RCT routes will not carry persons to any of the area's major employers outside the municipal boundaries, and all of the RCT busses stop running by 6:00PM. Several of the service sites also lie outside city boundaries. There are limited funds within several of the service agencies to assist with client transportation needs, but the needs are greater than the funds. Further, there is inconsistency between the agencies in the amount of transportation resources available to individual clients.

5. A relatively small percentage of the leaders of the Richland County business and labor communities are involved in this system of services. Based on educated estimates by staff persons within these service agencies, the overwhelming majority of businesses/employers in Richland County are unfamiliar with service system programming. A 1988 survey by the Mansfield/Richland Area Chamber of Commerce found that 60% of local businesses and industries were unaware of

government-operated programming available to them. Further, the stereotype that clients of these agencies are largely unreliable and incapable of becoming contributing employees continues to exist and has been unaffected by limited agency efforts to dispel such thinking. While the PIC is aided by a business council, many members of that council are inactive in the agency's efforts, and no such councils exist in support of any of the other system agencies.

The consequences of lack of business involvement in system programming are several: 1) Potential and real job openings in the area are not particularly accessible to system clients; 2) System agencies lack the ability to direct training resources towards specific vocations and skills that are or will be useful to area employers; 3) The training and skill knowledge of private sector employees is not generally available to the clients who could benefit from that knowledge; 4) Clients from system agencies who identify themselves as clients may be excluded from employment due to the application of erroneous stereotypes; 5) Business financial resources which could enhance area services are untapped by system agencies.

One role of the system of services to adults in need of educational and/or vocational training is to increase the pool of qualified workers from which area employers can draw to meet their labor needs. Simultaneously, these efforts will lower the need for tax dollars to support residents through public assistance, thus lowering the tax requirements on businesses located within the community.

6. Assessment and intake processes are often duplicated as clients contact multiple agencies, whether on their own or by referral from other agencies. As demonstrated by the example listed for area #2 above, it is possible and not uncommon for clients to receive intake interviews and assessments from more than one agency, even though the intake processes collect essentially similar information and the assessments often involve the application of identical assessment tools. At present there is limited ability within the system to share any of the intake or assessment information. This is a waste of agency resources, but it also represents a possible barrier to clients who perceive such duplicative and disparate efforts as indicators of system unreliability.

7. There is a serious lack of follow-up to client services at all service levels. Professionals and agencies sponsoring educational preparation for the GED do not usually know when the client takes the test or its outcome; clients placed in private sector positions often end their contact with the agency on the day they are placed, and follow-up support to ensure success of the placement is rare; when a client leaves services prior to completion of their goals, agency staff rarely know why; outcome measures for most services are not obtained and it is therefore difficult to document program effectiveness.

8. All services within this system are focussed on individuals and rarely take into account the needs of family members. Family member attitudes and needs may greatly affect clients' abilities to utilize services. Parents and/or spouses of clients who do not understand or support client participation can negatively affect client attitude, while support from family members can often help maintain motivation through completion of training. Further, if client family members have needs which are unaddressed and which interfere with client participation (medical needs, child care, psychological needs, etc.), the client may be put into a position where they must choose between helping themselves or manifesting loyalty to their loved ones. Such a choice is difficult for a person with some assurance of survival, but for members of the target population, who often have no resources upon which to draw, such a choice is impossible.

All of these concerns are magnified when the client resides in his/her family of origin, regardless of that clients' majority status. Parents can often dictate whether or not their child will participate in programming and the terms under which that participation may occur. An intolerable situation is created if a minor must choose between improving him/herself and disobeying direct or indirect parental direction.

9. The ability of clients to meet their own medical needs and those of their family members is extremely limited. First, client financial resources to pay for medical or dental services are often nonexistent. Second, beyond Medicaid and other resources for public assistance recipients, agency resources to assist with client medical or dental needs are nonexistent. Third, and perhaps most important, the number of medical service providers within the community who will accept new patients or payment for services through public mechanisms is extremely small, so that even if dollars became available to address the first two needs of this paragraph there might be no one to whom the money could be paid to purchase services on behalf of clients. If the medical or dental needs of a client are such that they prohibit movement toward educational or vocational goals, educational and vocational service quality and availability are meaningless.

At the time of the work meetings, agency staff were only able to identify four (4) physicians in the community willing to provide services to public assistance recipients, one of whom was in jail facing criminal charges unrelated to his medical practice. [During preparation of this report he was convicted and sentenced to jail.] Sixty percent of the Private Industry Council's clients do not receive public assistance, and those persons have no access to Medicaid programming. Further, staff exploring this problem indicated that there were currently no physicians in the area who would accept new patients.

10. The standards used to measure the effectiveness of these services and the professionals who provide them are largely based on numbers of service units, rather than on the quality of the services provided. Adult Basic Education units are judged by the number of clients who pass the GED, rather than the amount of progress made by clients, individually or collectively. Job placement staff are judged by the number of persons placed in the private sector and the average hourly wages they earn, rather than by the effective change in client self-support which each job placement may provide. Professionals providing support services which enable clients to move towards their goals are not judged in any way as contributing to successful client outcomes. In all programs, mandated reporting forms must be completed which contain information unrelated to the success of the client, but upon which agency performance is assessed.

The results of a quantitative method of performance assessment are varied and widespread. First, agencies compete for the clients most likely to meet success criteria, a process referred to by agency staff as "creaming." Second, professionals motivated by real client improvement are less likely to succeed than those motivated by churning out reportable numbers of service units. Third, staff are occasionally tempted to allow persons not meeting service eligibility requirements to become clients because they are a "sure bet" to meet success requirements and make the agency look good. Fourth, some staff members feel depersonalized themselves, as if they are valuable only because they are filling a particular position, rather than because of their abilities as a service provider. Fifth, new and continuing service dollars appear to go to programs and agencies who have the best ability to report activities in positive ways, rather than to those who are actually providing the most effective services.

11. There appears to be widespread ignorance and apathy among community members about this system of services and the members of the target population. It is believed that the average person in the community is unaware of most, if not all, of the aspects of this system identified earlier in this report as system strengths. Two immediate effects of this ignorance are obvious: 1) Many persons who could potentially benefit from the services do not seek them out in appropriate places; and 2) Community members with the ability to support or aid the service system remain detached from that system, whether through ignorance of the need or uncertainty about how to help. However, another far-reaching effect cannot be ignored: If local resources in support of this system of services are to be increased, members of the community must know about the services and be in support of their continuing and/or expanded presence.

A different but related difficulty is that stereotypes about the recipients of these services are largely negative and tend to keep the average citizen from wanting to know more about them. The perceptions that public assistance recipients are lazy, that persons in literacy or ABE programming are stupid, that persons working through the Private Industry Council to obtain vocational training are getting a "free ride" on the government (and therefore on tax-payers), and other similar perceptions lower the likelihood that community members will offer help. Sadly, a potential wealth of volunteer and other resources exists if only these stereotypes can be replaced by the truth.

12. There is a specific sub-population of persons within the larger target population who have needs not adequately addressed under the present system of service delivery. This sub-population includes persons who are motivated to improve their educational and/or vocational standing but who realistically lack the ability to reach the goals generally set within the system. For example, there are persons who participate in ABE programming, attending regularly and working with diligence, who are not likely ever to be able to pass the GED tests, due perhaps to learning disabilities or other limitations in their basic abilities. Likewise, there are persons enrolled within job placement programming who are not likely ever to be successful in positions which meet agency requirements for level of earning, although they may be successful in lower-paying positions. In some cases, the members of this sub-population are participating in specific programming because of JOBS Program requirements; in other cases, these individuals have enrolled as an outlet for their own positive motivation to be productive and/or self-supporting.

Under the current system structure, these persons can become a liability to an agency which tries to serve them, since they are not likely to achieve the goals which would allow them to be counted as successes. However, since they are also motivated to work hard and succeed, they tend to capture the respect and the time of staff persons within the agencies attempting to serve them. The difficulty in this area will not be answered by attempting to remove these persons from service reception, but requires instead the development of a different kind of programming better suited to their capabilities.

13. Job Club Training, the practical preparation of clients for the work world, is not intensive enough to uniformly prepare members of the target population for private sector employment, and is not widely enough available for the numbers of clients who would benefit from such activities. Service staff at all levels within this system place a high value on the specific learning which takes place in Job Clubs. Current Job Clubs report highly satisfactory results. At best, however, Job Clubs currently available within the system offer a maximum of 40 hours of job preparation in a group format. Service staff indicate that most clients come to services with a more serious lack of understanding and knowledge about the realities of the work world than can be remedied in that limited time in a group setting.

Experience in Job Clubs has demonstrated that the clients who actively take part in Job Club opportunities and who receive a significant portion of one-to-one time with staff persons are the participants most likely to obtain and maintain private sector employment. Unfortunately, under current Job Club structures, staff who spend a significant amount of one-to-one time with certain clients are unable to meet the needs of the remainder of the group.

14. The available service hours and the locations of service providers tend to act as a barrier for the successful delivery of services. This concern does not extend universally to service providers or members of the target population. However, there are some service sites and hours of operation that render them inaccessible to segments of the target population. For example, adult vocational training that must be offered in the evening, because the program shares space with a day-time student vocational program, forces adult participants with families to be at home when their children are at school and at school when their children are at home. Services at sites outside the municipal boundaries are inaccessible to municipal residents without reliable transportation, while the inverse is often true for rural residents who must get into the downtown area to receive the services they need. Service sites in areas of town generally perceived as "poor" are not as likely to be attended by those who do not consider themselves deserving of that label, while persons from lower socio-economic levels may be hesitant to come into a "well-to-do" neighborhood. As two examples, HRB is located in an area of Mansfield containing a large percentage of minority residents, which may discourage non-minority clients from attending, while counseling and rehabilitation services are located in the northeast portion of Mansfield, an area containing residents with higher income levels, which may intimidate poorer clients from going for those services.

15. There is an absence of trained vocational counselors throughout this system of services. Staff members from all agencies expressed a need for vocational counseling for their clients, but described a lack of staff persons trained to provide that service. There are some clients for whom such counseling appears to be superfluous, but a large portion of the system clientele could benefit from this service. In particular, counselors who could guide staff in their work with the special sub-population described above, under area #12, would be highly valued.

16. There is a need for greater resources to meet the hygienic needs of clients which may affect their ability to secure and/or maintain employment. The majority of persons within the target population have very limited financial resources, and one result of this economic status is a lack of soap, laundry detergent, deodorant, and other personal hygiene supplies. However, this somewhat surface issue has a powerful effect on the persons who must deal with these clients, whether service providers or potential employers.

Recommendations

Principles Upon Which Recommendations Are Based

The recommendations contained in this report are based upon specific principles which are held to be important by most of the project participants. Those principles are presented here in order to set a framework for understanding the recommendations as presented, as well as to guide future efforts to implement these recommendations.

Principle 1: Decisions about service delivery should be based primarily on meeting the needs of clients, and secondarily on meeting the needs of service providers.

Principle 2: Coordination, collaboration, and information sharing between service providers are desirable and lead to a higher quality of services for service recipients.

Principle 3: Established goals and recommendations for change should guide system development and challenge service providers to improve the efficacy of the service delivery system.

Principle 4: Changes and improvements in the delivery of services should be built upon the strengths extant in the current service delivery system.

Principle 5: Service agency staff at all levels are a valuable resource and should be utilized in planning and implementation of changes.

Principle 6: Effective delivery of services within this service system is dependent upon understanding, involvement and strong support from the business and labor communities of Richland County.

Principle 7: Service development is a dynamic process, requiring ongoing reassessment and flexibility in planning and implementation.

Narrative Summary of Recommendations

This report contains 54 specific recommendations for changes in the service delivery system, each aimed at providing a higher quality of services to community members who are educationally and/or vocationally disadvantaged. The recommendations cover a wide variety of areas, with responsibilities for implementation spread over the entire community.

At the broadest level, changes must take place in the way this service system and the persons in need of its services are viewed by the "average" community member. A number of suggestions regarding active, positive publicity for the service system are included. But the business and labor communities, in particular, must increase their involvement and respond to the issues raised in this report. Service providers attempting to produce persons prepared to enter the area workforce need a great deal of support and direction from the private sector, or their efforts are in vain. This report identifies many ways in which such support and direction may be obtained, and the initiatives will come from the service community. But those who shape and manage the job market must become much educate themselves about the service system and participate in the process of service delivery so the system can raise the quality of the worker available to those employers.

The top administrators guiding the service system are considered by their employees to be performing well, but ideas for further improvement and support have been put forth to raise the administrative level of excellence. Mostly, administrators are asked to raise their visibility, championing the services available and educating the public regarding needs which still exist, while continuing to offer hope and encouragement to their employees.

Those staff persons who work in constant contact with people in need are asked to support one another, and support begins with familiarity. Service staff must think of themselves as part of a large team, and constantly ask themselves, "What else is available, outside my agency, that will help move this person towards independence?" And when the answer to that question is unknown, an answer must be found, or the need for such an answer must be made clear to those who may hold the ability to make that answer.

The elements exist to create stronger community support for the Richland County family, especially as offered to those who would improve themselves, with hope and encouragement. These recommendations show the process of change is at work; the chief challenge now is to maintain the momentum.

Recommendations

[A summary listing of recommendations with no explanatory material is included in the Appendix.]

This section presents recommendations developed during the work group process. The section is structured similarly to the previous section, in which areas of need were described. The descriptive statement from each area is restated, followed by all recommendations designed to meet that area of need. Specific recommendations are in boldface, followed by a reference number in parentheses. Most recommendations are followed by explanatory or elaborative remarks.

1. There is a great need for improved coordination and integration of services throughout this system.

Service coordination and integration must take place in many manners and at all levels throughout the service delivery system. In order to ensure that all system changes move towards higher levels of coordination, **a System Collaboration Committee (SCC) should be created, comprised of two staff persons from each participant agency, and the committee should be empowered by agency directors to oversee system collaboration efforts. (#1)** The SCC will establish collaborating procedures, identify areas in which collaboration should occur, appoint *ad hoc* committees to work in specific areas, and oversee all activities moving toward greater integration of services. Initially, the SCC can work towards implementation of the recommendations in this report, but ultimately that group should become a forum to which current needs are brought and in which solutions are found.

In areas requiring input from and changes in more than one agency, a temporary *ad hoc* committee should be appointed by the SCC to work out policies and procedures in that area. (#2) The area in which a specific committee is to work should be clearly defined by the SCC, including a written listing of expectations and goals to be met. At least one staff member from each interested agency should be included, and agencies beyond these project agencies should be included as appropriate. Recommendations for changes in policies and procedures which result from each committee should be presented to the SCC and to appropriate personnel within involved agencies.

Efforts should be made to include specific, collaborative responsibilities in job descriptions for all current and new positions within the service delivery system. (#3) Agency managers should review current job descriptions and, whenever appropriate, add specific duties which will enhance collaboration and communication between service agencies. Such duties could include liaison to other providers or provider organizations, service on the SCC, service on advisory boards, and collaborative programmatic development responsibilities. When new positions are under development, collaboration responsibilities should be included and, whenever appropriate, positions should be created utilizing funding from multiple agencies. (#4)

Whenever grant applications are under consideration by any of the participant agencies, managerial personnel should be in contact with managers in other agencies to determine how best to involve multiple agencies in the development of new projects. (#5) Ideally, a local grant clearinghouse could be established within the broad service system. Not all new projects will require multiple agency participation, but the intent of this recommendation is to make developmental contact between agencies the standard operating procedure. It is well-known that grant proposals, submitted on behalf of multiple service providers, are received more favorably by funding sources than are single-agency proposals.

The chief executive officers of system agencies should meet on a regular basis and develop relationships at that level which provide unqualified support for further integration of services. (#6) Positive relationships already exist at the administrative level. This recommendation is intended to encourage expansion of those relationships and to urge the inclusion of administrators from other agencies providing similar types of services.

A Collaboration Training Program should be prepared and implemented which teaches specific networking and collaboration skills to all agency staff involved in interagency efforts. (#7) There is a clear desire on the part of agency personnel to work together and learn from one another, but many staff indicate a lack of knowledge regarding how to do so effectively. These are skills which can be learned and encouraged. This training program should be initiated within the third quarter of 1990, taking advantage of relationships and momentum which were developed during the Work Group process, and then repeated on an annual basis.

As the JOBS Program creates a Subsidized Employment Program (SEP) in the next few months, staff from PIC and other appropriate agencies should be invited to add planning expertise to that effort. Additionally, the SEP should be well-coordinated with existing subsidy and on-the-job training programs. (#8)

Note: There are many recommendations listed below in specific areas of need which will also contribute to system coordination and integration of services.

2. There is a need for a mechanism (or mechanisms) which allows client progress to be tracked or monitored as they move through this system of services towards the goal of self-support.

It is essential that agency personnel be aware whenever clients are involved in programs beyond their own, but the responsibility for this awareness should not rest with the client. Therefore, in agencies where it is not already the case, intake procedures should include a deliberate, structured attempt by the intake staff to learn of client involvement with any other service providers. If such procedures are already practiced, their importance should be strengthened. (#9) For example, intake staff at all system agencies should have a list of names for all agencies and programs providing services to the target population. This list should be presented to the client and they should be asked to identify any programs with which they have had contact in the past 3 years. Whenever the Intake Staff believes

such contact might have occurred but the client is unsure, the provider should contact other agencies and request confirmation or denial of previous contact. All such contacts should be made following standard protocol for protection of client privacy. Intake Staff should, as standard practice, explain to clients the importance of interagency contacts and execute appropriate Release of Information forms.

Immediately, Intake Staff who administer any form of the TABE test to clients should include test results on their referral letter to education and/or training programs. (#10) There is no reason to duplicate TABE testing of individual clients. In agencies where assessment results are considered confidential information, release of information procedures should be developed to make sharing of TABE scores an automatic piece of the referral process.

Staff persons who administer "end products", such as GED testing and private sector job placements, should implement procedures to ensure that agencies which have provided services to the client to assist their move towards the end product receive information regarding the final client outcome. (#11) Again, if this information is considered to be confidential, procedural development should include mechanisms which allow release of outcome information to other agencies and client education regarding the importance of such information sharing.

A networked computer system should be designed and put into place which allows certain client information from all system agencies to be accessible to all other system agencies. (#12) Interactive computer terminals should be placed at each service site, allowing service providers to input information about client activities and progress in their own program and to retrieve information about activities and progress in other programs. Specifically, this information should include at least client name, address, telephone number, social security number, date of birth, program enrollment(s) and program site(s), program start date(s), TABE-Locator scores, current client status, milestone and completion date(s), start and end dates for any support benefits, such as transportation or child care allowances, and outcome indicators, such as GED score, job placement, etc. In addition to obtaining current client information, this system should allow authorized personnel at any program site to add or update information as appropriate, although consideration must be given to programs which require specific, on-site verification of certain client information. Note: Not all information at each agency should be accessible to other agencies. Therefore, the governing computer program should include provision for certain fields of information to be protected from all but the inputing program site.

Policies must also be written and implemented regarding client rights under such a system. Clients must be informed about the existence of such a system, and must be educated regarding the benefits to them of inclusion in the system. Lastly, clients must know they have the right not to be included, even though such a protective decision will likely result in a lower quality of services.

3. Clients with minor children have a paucity of resources through which to provide care for those children while they pursue their goals of self-support.

This is clearly a problem that is not limited to the clients of the system providing educational and vocational training services. However, there appear to be a number of immediate and long-term initiatives from this service system which would help in this area.

Efforts should be directed towards making child care available at or near all service delivery sites. (#13) The system of service providers will underscore their support for parent/caretakers if child care can be offered to program participants, and models will be developed which will be useful to employers. Grant funding should be sought to initiate such programming. When possible, program sites that are geographically close, regardless of their parent agency, should jointly establish and

support such child care programming. A vocational training program for child care providers should be established, including a laboratory in which child care is available for dependents of participants in vocational training programs. Graduates of that program should be sought by service agencies to provide on-site child care for dependents of program participants. (#14) Mansfield City School Adult Vocational Programs, or Madison School Adult Vocational Programs, or Pioneer Joint Vocational School should apply for such a training unit, and provision should be made to allow participation by school-age and adult students. All agencies involved in vocational training should help obtain funds to support such a program. A consortium of agencies, willing to blend resources in support of this program, will have a greater chance at start-up funding through grant dollars than will any individual agency or organization.

The Richland County Department of Human Services currently offers a limited system to coordinate child care services for public assistance recipients. RCDHS should invite other area service providers to work with them to expand this child care coordination service so that it will be accessible to recipients of other services who are not eligible for or receiving public assistance. (#15) It would be unnecessarily duplicative to create a new system to coordinate child care providers. With additional resources brought by other agencies, the expertise and resources of the extant system could gain wider application, with a corollary increase in the quality of available child care. Payments to child care providers through agencies should be increased, fostering an increase in quality and availability of child care for participants in agency programs. (#16) Managers in participant agencies should seek grant opportunities to supplement current financial support for child care payments.

Administrators in each agency should aggressively advocate among area employers for greater flexibility in employee hours (to facilitate scheduling that would require the least amount of child care for children of employees) and for business-supported, on-site child care. (#17) Administrators have contact with businesspersons in a variety of settings and must help business and labor leaders recognize the relationship between quality child care and productive employees. Whenever possible, service delivery staff with knowledge of child care provision systems should make their expertise available to businesses interested in establishing on-site care.

4. There is a woeful lack of transportation resources in the community to move clients to and from the sites where they can receive the services they need to become self-supporting.

Like the issue of child care, this area of need is not one which is limited to providers of services to the educationally and vocationally disadvantaged population. However, it is arguable that transportation resources are more important to services whose goal is increasing client self-support than to other services, since clients who succeed within these programs are likely to reach a point where they can become independently able to meet their own needs. Therefore, initiatives in this area of need can logically originate within this system of services.

Two major recommendations were designed to address this issue, and could be implemented separately or in tandem. A coalition of service provider executives should be formed to approach Richland County Transit (RCT), with the goals of increasing stops and frequency of routes within the city, of extending routes outside city limits to areas containing major employers, and of extending the hours of bus service to support educational, vocational, and employment programs beyond the current hours of RCT operations. (#18) Administrators should explore possible incentives to RCT, including grant-based financial incentives, to encourage such an expansion of their services. It is particularly believed that a strong effort by service providers - a large coalition of agency executives - is necessary to effectively communicate the widespread need of this service throughout the community.

Separate from, or in addition to, an expansion of RCT services, it is recommended that a transportation task force be created within the human service system to explore ways in which available transportation resources could be used more fully to address the transportation needs of clients, relative to the delivery of services which will help them move towards self-support. (#19) Many service providers own and/or operate busses or vans for client transportation, but use of such vehicles is generally limited to recipients of services from that particular provider. It is believed that a larger proportion of client transportation needs could be met if all such transportation resources were pooled and operated as a single fleet, coordinated through some agreed upon agent within the human service system. Transportation to and from service and work sites is a need of clients throughout the service system and no one agency has the resources or the ability to meet those needs in isolation. It would be far more efficacious for the system to attack this area of need as a collective entity.

5. A relatively small percentage of the leaders of the Richland County business and labor communities are involved in this system of services.

There are many advantages, on both sides of the fence, to strong relationships between this system of services and the private sector:

* This system of services prepares a portion of the area's work force for employment, thus expanding the pool of potential, qualified employees

* Businesses requiring employees with specialized training can guide service providers to offer such training

* A lower rate of unemployment, and thus lower utilization of public assistance and other related programs, will ultimately result in lower tax rates and/or a higher range and quality of services to citizens, including those employed in local businesses

* Service providers can draw upon specialized resources available through various businesses to strengthen vocational training programs

* Employees of area businesses can form a ready pool of volunteers and mentors, available to supplement the work of service providers

* Private sector financial support will increase the likelihood of government and private foundation grants to enhance and expand services

For these and other reasons, several recommendations follow which are designed to build and strengthen relationships between this system of services and leaders within the business and labor communities.

The MARK Private Industry Council - the actual <u>council</u>, not the agency - should form the core of an expanded council of community business and labor leaders whose purpose is to build strong, interdependent relationships between employers, unions, and vocational training agencies. (#20) The existing PIC is an appropriate effort to involve business in the training system, but it is limited by attachment to one particular agency. The Executive Director and the Chairperson of the PIC are asked to explore ways in which that body could serve in a direct, advisory capacity to the whole system of agencies, while retaining its ability to meet JTPA advisory requirements. More large area employers should be invited to participate on the council, and more active participation by council members encouraged. To this end, a structured training program for Private Industry Council

members should be prepared and implemented which results in better understanding of the whole system of services and which offers concrete ways in which those members and businesses can directly improve the effectiveness of the system. (#21) Staff persons from all four participant agencies should prepare and deliver this training, to be up-dated and repeated on an annual basis.

The expanded Private Industry Council (see number 20) should create a Workforce Entry Position Program, in which jobs in a variety of area businesses are assigned for persons completing educational and vocational training programs. (#22) The purpose of these positions is to offer service program participants the chance to gain work experience and to demonstrate work performance capabilities. The positions should carry appropriate wage and benefit packages, but should be time-limited to one or two years. During placement in these positions, participants should receive job support services from agency job placement specialists. The intent of this recommendation is to place responsibility for finding and maintaining entry level employment opportunities on private sector employers, rather than on service agency job placement staff.

A Richland Executive Participation (REP) Program should be created, in which area employers loan the time of administrators to the service system for one- or three-month periods. (#23) Modeled after the successful United Way Loaned Executive Program, the REP would enable business leaders and service providers to learn from one another. The REP executives would be responsible for educating agency staff regarding the realities and needs of the local business community, recruiting new businesses into participation in the service delivery system, and providing direct education to service agency clients regarding the realities and requirements of the private sector. Specifically, this last responsibility would be fulfilled through direct participation in ongoing Job Club training programs within the service agencies. [Note: Grant funding to support such a program has been acquired through a grant from the Ohio Department of Development.]

The Private Industry Council, the area Chamber of Commerce, and the system of agencies should jointly develop a business award/recognition process which identifies and honors those area employers who work most successfully with the service system. (#24) Recognition should be provided for staff time and/or financial support given to the service system, for participants placed in jobs, and for other meritorious activities in support of educational and vocational training. **Also, a Private Mentoring Program should be established, through the PIC or the Chamber of Commerce, in which employees of area businesses are recruited and trained to serve as volunteer mentors for participants in training programs. (#25)** Mentors could work as tutors in literacy and ABE programs, and as one-to-one advisors, supporters, and friends in programs leading to job placements, offering program participants the undivided support of individuals who are succeeding in the private sector. Further, mentors could conduct practice interview sessions with Job Club participants, giving them a realistic opportunity to prepare for job interviews. Currently, agency staff must fill these roles, while their job responsibilities afford no time for them. However, the need for one-to-one mentoring received more mentions during the work group process than any other single system improvement. Again, staff from all four agencies should plan and implement an orientation and training for the private sector mentors. Each area business should be challenged to recruit at least 5 volunteer mentors from among their employees, providing incentives for employee participation when appropriate.

A staff person within each agency should be designated as a Public Relations Coordinator and asked to develop and maintain relationships with area news media, writing frequent news releases and inviting news media participation in agency events highlighting system services. (#26) Service agencies must make stronger efforts to inform the community at large regarding activities and programs of system agencies. Agency administrators must support PR efforts and make staff time available to enhance the community images of their agencies. PR efforts would be enhanced by leadership and coordination from the area Chamber of Commerce.

6. Assessment and intake processes are often duplicated as clients contact multiple agencies, whether on their own or by referral from other agencies.

An Assessment Committee should be appointed immediately by the System Collaboration Committee to develop processes leading to a standardized assessment package administered throughout this system of services. (#27) Regardless of where a client enters the system, they are asked to provide certain information, including demographic, historical, and goal-related data. All agencies should use a standardized process and forms to collect this information, and it should be immediately inputed in the networked computer system (see number 12). This computer system is considered an integral part of any efforts to reduce duplication and overlap in assessment and intake processes. Standardized assessment should also include the TABE-Locator, an interest inventory, and a structured support service assessment. The latter should explore child care and transportation needs, as well as possible family and vocational counseling needs. Obviously, each agency would continue to gather information needed exclusively by that agency to provide or document services.

Further, efforts within each agency must be directed towards assurance that Intake Staff know what services are available throughout the service system. (#28) At a minimum, Intake Staff must have access to information about specific programs and their eligibility/entrance requirements. To the extent possible, Intake Staff should be encouraged to maintain regular, informational contacts with programs throughout the system, thus updating their knowledge of service availability. Interagency in-services, designed to disseminate current information regarding service programming, should be developed and implemented on a regular basis.

7. There is a serious lack of follow-up to client services at all service levels.

Agency managers must recognize the importance of follow-up to the successful delivery of all types of services. Follow-up meets two important needs: 1) Follow-up allows agency personnel to identify and attempt resolution of client needs which may impede their ability to reach the goal of self-support, even though these needs may arise after the client has completed participation in formal agency programming; and 2) Follow-up provides essential information about the success and efficacy of existing programming. Therefore, **agency managers should assess whether existing agency resources can be reallocated, placing a greater staff emphasis on follow-up contacts with program participants, businesses, and programs in which participants are placed. (#29)** Under this reallocation of resources, client follow-up contacts should include: a) follow-up contacts to the client and/or agency for all program referrals, to ensure client follow-through and the appropriateness of the referral; b) next-day contacts with all clients in work experience and job placements, ensuring client follow-through and offering first-day job support; c) 30- 60- and 90-day contacts with all clients in work experience and job placements, assessing accuracy of fit between each client and their job, and exploring possible barriers to continued placement success; d) regular inquiries into the client's ability to adjust to different amounts of money and different payment schedules (ie: the switch from once/month public assistance payments to bi-weekly payroll checks); e) 1- or 2-year contacts to assess the continuing success of the placement and the success of all services provided to the client by this service system. The intent of this recommendation is to deal with issues that have frequently resulted in failed job placements.

Note: Follow-up needs will also be addressed by Recommendations #11 and #12, as completion information is routed back to service agencies and as outcome information is entered into a system-wide computer system.

8. All services within this system are focussed on individuals and rarely take into account the needs of family members.

All intake services (see number 27) should include inquiries into the client's family relationships, for the purpose of identifying family needs and issues which may serve as a barrier to the client's success in the program. (#30) Clients cannot be forced to involve their families in programming, but most will respond positively to any efforts to help those important to them. Whenever practical, family members (spouses for adults, parents for adolescents and young adults) should be encouraged to participate in agency intake and orientation processes. (#31) Family support or family resistance may often spell the difference between client success and failure. Family members who hold a better understanding of client and program needs are more likely to support client participation.

Several recommendations are specifically directed at involving families of minors participating in this system of services. All agencies providing services to minors should offer regular parent information sessions, inviting parents to come to the agency and learn about the services offered to the minor. (#32) Some parents will come, and some will not, but an ongoing invitation will serve a positive purpose, even for those who do not come. City and county governments should be approached to determine whether tax-break incentives can be arranged for parents who actively participate in their child's school and agency functions. (#33) Parents who are maintaining their own support might be affected by property and/or income tax incentives, while those supported through public assistance programs might be offered additional participation incentives in their monthly award. Job placement opportunities for minors should be structured to include an opportunity for their parents to come to the job site with them, to meet fellow employees and supervisors, and to learn specifics about the client's job duties. (#34)

Agency managers should explore opportunities to develop home-based training services, including, but not limited to, financial management, hygiene issues, resolution of child care and transportation needs, and vocational counseling. (#35) While these are all valuable services, the real value in offering them at client's homes is the resultant lowering of invisible barriers that often exist between the agency and the home or neighborhood. Home visits present better opportunities for clients and their families to interact with professionals on their own turf, and automatically invite family participation and support.

9. The ability of clients to meet their own medical needs and those of their family members is extremely limited.

This is another issue which is larger than this particular system of services, in that it affects all persons who cannot pay for health insurance and/or medical services. Unfortunately, such persons comprise a large percentage of the target population. Two obvious recommendations follow.

Strong advocacy efforts by administrators of system agencies must be directed towards state departments and legislators to address the health care issue at the state and federal levels. (#36) Administrators must constantly supply government officials with information and statistics regarding the need for health care services among their population of clients. Such information will be readily available when standardized information about all system clients is included on a networked computer data base.

System administrators must initiate activity by the entire human service system in Richland County to recruit medical care providers who will accept payment through Medicaid and who will offer reduced service rates for persons actively attempting to improve their ability to provide self-support. (#37) The impetus for local advocacy in this area has fallen primarily to the RCDHS, whose client

population is universally in need of such service availability. A more positive outcome is likely to result from systemic advocacy efforts, such as embodied by a council of service administrators working with the news media and the health care community to address this need.

10. The standards used to measure the effectiveness of these services and the professionals who provide them are largely based on numbers of service units, rather than on the quality of the services provided.

Regardless of mandated reporting requirements to state and federal funding agents, agency administrators should develop and implement local recognition of individual service staff and of programs, when they consistently provide the highest quality of services to their clients. (#38) It is suggested that recognition programs, such as an "Employee of the Month", when implemented in a meaningful manner and tied to tangible incentives, will result in higher employee moral and provide needed recognition of quality delivery of services. Agency administrators should advocate for the use of client grade level increase as a measure of success in educational programming, rather than completion of the GED; job placement success should be measured by the amount of decrease in public assistance given to an individual or family, rather than whether they meet an hourly wage standard set by a non-local entity. (#39) These recommendations are meant as examples of changes in progress standards which would base assessment on more meaningful outcome measures.

11. There appears to be widespread ignorance and apathy among community members about this system of services and the members of the target population.

Two recommendations described above in other need areas (numbers 25 (mentoring) & 26 (public relations)) will directly address this need area.

In addition, agency administrators should pursue and cultivate relationships with local media which would result in regular publication of "success stories", based on successful and/or satisfying outcomes for specific clients. (#40) Media automatically report abuses and failures in the system, as a way of providing "news" to the community. A strong, collective effort by administrators will help balance such reporting with stories that promote a positive image of services. Also, a Participant Speakers Bureau, comprised of present and former recipients of services from this system, should be recruited, trained, and made available to churches, service clubs, social groups, and other community organizations, in order to provide first-hand service information to the community at large. (#41) Two by-products of this effort will be the dispelling of commonly-held stereotypes regarding persons who receive services, and the creation of visible role models for persons at the front end of the service system.

12. There is a specific sub-population of persons within the larger target population who have needs not adequately addressed under the present system of service delivery.

First, it is imperative that this sub-population of persons be clearly defined, in terms of demographic characteristics and apparent abilities, so that realistic goals and appropriate training can be provided. (#42) It is known that persons in this sub-group are functioning above the level of Mild Retardation and that they are incapable of mastering the material required for passing the GED test. More specific definitions are needed.

Vocational counselors, with expertise in this and broader vocational areas, should be hired into the system and made available to clients of all system agencies. (#43) Vocational counselors, along with

Adult Learning Disability teachers, would have a positive impact in a number of different areas, but their impact with this sub-population would be the most helpful to staff presently attempting to provide services. These counselors and teachers need to help training staff set realistic goals and devise programming to help these clients meet those goals.

The mentoring program (number 25) would be of great benefit to this sub-population, as these persons tend to require more one-to-one staff time in order to make progress toward any goals.

Agency administrators should explore the creation of vocational training units specifically designed for persons with motivation to work but with limited skill capabilities. (#44) Training focussed on physical vocations (e.g.: masonry, construction) and high demand vocations (eg: fast-food, food service) should be considered. The possibility of developing such a unit in conjunction with Progress Industries should be explored, meeting needs in both service systems and reducing the management demand on either.

13. Job Club Training, the practical preparation of clients for the work world, is not intensive enough to uniformly prepare members of the target population for private sector employment, and is not widely enough available for the numbers of clients who would benefit from such activities.

The managers of the participant agencies should work collaboratively to treble the amount of Job Club opportunities presently available to clients in this system of services. (#45) The Job Clubs currently offered through RCDHS might be expanded within that agency and opened to participants of other agencies, or the activities presented at RCDHS might be replicated at other agencies for their own client populations. There is, however, clear agreement among all service staff that Job Club activities must become more widely available.

Job Club activities should be expanded to include more attention to obtaining and maintaining jobs, job motivation, hygiene, and money management. (#46) Obviously, Job Clubs will have to be scheduled over more hours to accommodate these expanded areas. The health department should be invited to present structured units covering hygiene issues (see number 52). The Richland Executive Participation Program should be established (see number 23), bringing experienced private sector employees into Job Club programs to acquaint program participants with the realities of the work world and to address motivational issues. Former service recipients who have achieved self-support should be identified and invited to address Job Club participants to provide success role models. Lastly, agency staff should develop and implement a Job Club unit covering issues of money management, helping clients learn methods for managing changes in their financial situation as a result of job placements.

14. The available service hours and the locations of service providers tend to act as a barrier for the successful delivery of services.

A questionnaire should be developed, to be given to individuals seen by Intake Staff in each of the participant agencies over a three month period, in which clients are asked to identify the days, hours, and physical locations of services that would make them most likely to attend and complete services. (#47) This survey may validate existing service provision hours and sites. However, it is expected that the survey will reveal a need for wider hours of operation by service providers, including some at sites not presently considered for service provision. In any event, the results of this survey will define the dimensions of this area of need and guide planning to resolve it.

Administrators from the Mansfield City Schools Adult Vocational Programs should initiate collaborative efforts with the Madison School District and the Pioneer Joint Vocational School, supported by agencies providing adult vocational services, to establish vocational training facilities dedicated to adult vocational programming. (#48) It may take several years to actually occupy such a facility, but the intent of this recommendation is to emphasize the need for their eventual development. Facilities dedicated to adult training will allow a greater variety in programming and operational hours and will reflect a community commitment to life-long learning.

The Mansfield City Schools Board of Education is encouraged to explore ways in which financial support for adult vocational programming can be extended beyond the current requirement of self support. (#49) By forcing adult educational programming to pay for itself, either through payment for services or grants from non-local sources, the Board of Education is relegating adult education and training to a clearly inferior status. In this position, adult education and training is unable to adjust programming to reflect predicted trends in the job market and is highly dependent upon unstable grant funding.

15. There is a lack of persons with vocational counseling skills and training throughout this system of services.

Recommendation number 43 addresses this need, with regard to a specific sub-population of persons who are motivated to succeed but who possess limited capabilities. Beyond the needs of this sub-population, the majority of professional staff working in this system of services manifests a lack of training in the specific area of vocational counseling. Therefore, persons highly trained in assessment of vocational competencies and potentials, labor market trends, remediation towards specific skill development, and matching of skill/interest areas and vocations should be brought into this system of services to complement and guide the work of current service providers. (#50)

16. There is a need for greater resources to meet hygiene needs of clients which may affect their ability to secure and/or maintain employment.

Service providers should take the initiative to create a bank of hygiene supplies, including soap, toothpaste, deodorant, laundry detergent, and feminine supplies, which would be provided to clients as determined appropriate by service staff. (#51) Large drug store chains and other commercial operations should be approached to supply these items, perhaps contained in a bag clearly indicating the source of the supplies. Agencies would need to establish guidelines for the issuance of such supplies, encouraging their use by clients about to be interviewed, begin a job, etc.

The Mansfield/Richland County Department of Health should be invited to provide hygiene training through system agencies' Job Club activities, ensuring that clients are aware of the need for proper hygiene and educated regarding how to maintain it. (#52) Staff members believe that unawareness and ignorance are contributors to clients' poor hygienic habits, following the simple lack of financial resources for hygiene products.

Vocational training agencies should jointly explore the creation of a token system with area laundromats, which would allow agencies to dispense laundry tokens, to be exchanged by clients for washer/dryer time. (#53) It is possible that some businesses would donate a certain amount of laundry time to this system of agencies. However, the relatively small amount of money required to establish a pool of tokens would make an appreciable improvement in the presentation of clients to potential employers and in the moral of staff at educational and vocational training programs.

Educational and vocational training agencies should explore the possibility of creating client hygiene areas, which would include shower/bathing facilities. (#54) Such facilities, judiciously available to clients, would increase the ability of service staff to prepare clients for job interviews and placements.

Appendix

Recommendations

1. A System Collaboration Committee (SCC) should be created, comprised of two staff persons from each participant agency, and the committee should be empowered by agency directors to oversee system collaboration efforts.

2. In areas requiring input from and changes in more than one agency, a temporary *ad hoc* committee should be appointed by the SCC to work out policies and procedures in that area.

3. Efforts should be made to include specific, collaborative responsibilities in job descriptions for all current and new positions within the service delivery system.

4. Positions should be created utilizing funding from multiple agencies.

5. Whenever grant applications are under consideration by any of the participant agencies, managerial personnel should be in contact with managers in other agencies to determine how best to involve multiple agencies in the development of new projects.

6. The chief executive officers of system agencies should meet on a regular basis and develop relationships at that level which provide unqualified support for further integration of services.

7. A Collaboration Training Program should be prepared and implemented which teaches specific networking and collaboration skills to all agency staff involved in interagency efforts.

8. As the JOBS Program creates a Subsidized Employment Program (SEP) in the next few months, staff from PIC and other appropriate agencies should be invited to add planning expertise to that effort. Additionally, the SEP should be well-coordinated with existing subsidy and on-the-job training programs.

9. Intake procedures should include a deliberate, structured attempt by the Intake Staff to learn of client involvement with any other service providers. If such procedures are already practiced, their importance should be strengthened.

10. Intake Staff who administer any form of the TABE test to clients should include test results on their referral letter to education and/or training programs.

11. Staff persons who administer "end products", such as GED testing and private sector job placements, should implement procedures to ensure that agencies which have provided services to the client to assist their move towards the end product receive information regarding the final client outcome.

12. A networked computer system should be designed and put into place which allows certain client information from all system agencies to be accessible to all other system agencies.

13. Efforts should be directed towards making child care available at or near all service delivery sites.

14. A vocational training program for child care providers should be established, including a laboratory in which child care is available for dependents of participants in vocational training programs. Graduates of that program should be sought by service agencies to provide on-site child care for dependents of program participants.

15. RCDHS should invite other area service providers to work with them to expand this child care coordination service so that it will be accessible to recipients of other services who are not eligible for or receiving public assistance.

16. Payments to child care providers through agencies should be increased, fostering an increase in quality and availability of child care for participants in agency programs.

17. Administrators in each agency should aggressively advocate among area employers for greater flexibility in employee hours (to facilitate scheduling that would require the least amount of child care for children of employees) and for business-supported, on-site child care.

18. A coalition of service provider executives should be formed to approach Richland County Transit (RCT), with the goals of increasing stops and frequency of routes within the city, of extending routes outside city limits to areas containing major employers, and of extending the hours of bus service to support educational, vocational, and employment programs beyond the current hours of RCT operations.

19. A transportation task force be created within the human service system to explore ways in which available transportation resources could be used more fully to address the transportation needs of clients, relative to the delivery of services which will help them move towards self-support.

20. The MARK Private Industry Council - the actual council, not the agency - should form the core of an expanded council of community business and labor leaders whose purpose is to build strong, interdependent relationships between employers, unions, and vocational training agencies.

21. A structured training program for Private Industry Council members should be prepared and implemented which results in better understanding of the whole system of services and which offers concrete ways in which those members and businesses can directly improve the effectiveness of the system.

22. The expanded Private Industry Council (see number 20) should create a Workforce Entry Position Program, in which jobs in a variety of area businesses are assigned for persons completing educational and vocational training programs.

23. A Richland Executive Participation (REP) Program should be created, in which area employers loan the time of administrators to the service system for one- or three-month periods.

24. The Private Industry Council, the area Chamber of Commerce, and the system of agencies should jointly develop a business award/recognition process which identifies and honors those area employers who work most successfully with the service system.

25. A Private Mentoring Program should be established, through the PIC or the Chamber of Commerce, in which employees of area businesses are recruited and trained to serve as volunteer mentors for participants in training programs.

26. A staff person within each agency should be designated as a Public Relations Coordinator and asked to develop and maintain relationships with area news media, writing frequent news releases and inviting news media participation in agency events highlighting system services.

27. An Assessment Committee should be appointed immediately by the System Collaboration Committee to develop processes leading to a standardized assessment package administered throughout this system of services.

28. Efforts within each agency must be directed towards assurance that Intake Staff know what services are available throughout the service system.

29. Agency managers should assess whether existing agency resources can be reallocated, placing a greater staff emphasis on follow-up contacts with program participants, businesses, and programs in which participants are placed.

30. All intake services (see number 27) should include inquiries into the client's family relationships, for the purpose of identifying family needs and issues which may serve as a barrier to the client's success in the program.

31. Whenever practical, family members (spouses for adults, parents for adolescents and young adults) should be encouraged to participate in agency intake and orientation processes.

32. All agencies providing services to minors should offer regular parent information sessions, inviting parents to come to the agency and learn about the services offered to the minor.

33. City and county governments should be approached to determine whether tax-break incentives can be arranged for parents who actively participate in their child's school and agency functions.

34. Job placement opportunities for minors should be structured to include an opportunity for their parents to come to the job site with them, to meet fellow employees and supervisors, and to learn specifics about the client's job duties.

35. Agency managers should explore opportunities to develop home-based training services, including, but not limited to, financial management, hygiene issues, resolution of child care and transportation needs, and vocational counseling.

36. Strong advocacy efforts by administrators of system agencies must be directed towards state departments and legislators to address the health care issue at the state and federal levels.

37. System administrators must initiate activity by the entire human service system in Richland County to recruit medical care providers who will accept payment through Medicaid and who will offer reduced service rates for persons actively attempting to improve their ability to provide self-support.

38. Agency administrators should develop and implement local recognition of individual service staff and of programs, when they consistently provide the highest quality of services to their clients.

39. Agency administrators should advocate for the use of client grade level increase as a measure of success in educational programming, rather than completion of the GED; job placement success should be measured by the amount of decrease in public assistance given to an individual or family, rather than whether they meet an hourly wage standard set by a non-local entity.

40. Agency administrators should pursue and cultivate relationships with local media which would result in regular publication of "success stories", based on successful and/or satisfying outcomes for specific clients.

41. A Participant Speakers Bureau, comprised of present and former recipients of services from this system, should be recruited, trained, and made available to churches, service clubs, social groups, and other community organizations, in order to provide first-hand service information to the community at large.

42. It is imperative that this sub-population of persons be clearly defined, in terms of demographic characteristics and apparent abilities, so that realistic goals and appropriate training can be provided.

43. Vocational counselors, with expertise in this and broader vocational areas, should be hired into the system and made available to clients of all system agencies.

44. Agency administrators should explore the creation of vocational training units specifically designed for persons with motivation to work but with limited skill capabilities.

45. The managers of the participant agencies should work collaboratively to treble the amount of Job Club opportunities presently available to clients in this system of services.

46. Job Club activities should be expanded to include more attention to obtaining and maintaining jobs, job motivation, hygiene, and money management.

47. A questionnaire should be developed, to be given to individuals seen by Intake Staff in each of the participant agencies over a three month period, in which clients are asked to identify the days, hours, and physical locations of services that would make them most likely to attend and complete services.

48. Administrators from the Mansfield City Schools Adult Vocational Programs should initiate collaborative efforts with the Madison School District and the Pioneer Joint Vocational School, supported by agencies providing adult vocational services, to establish vocational training facilities dedicated to adult vocational programming.

49. The Mansfield City Schools Board of Education is encouraged to explore ways in which financial support for adult vocational programming can be extended beyond the current requirement of self support.

50. Persons highly trained in assessment of vocational competencies and potentials, labor market trends, remediation towards specific skill development, and matching of skill/interest areas and vocations should be brought into this system of services to complement and guide the work of current service providers.

51. Service providers should take the initiative to create a bank of hygiene supplies, including soap, toothpaste, deodorant, laundry detergent, and feminine supplies, which would be provided to clients as determined appropriate by service staff.

52. The Mansfield/Richland County Department of Health should be invited to provide hygiene training through system agencies' Job Club activities, ensuring that clients are aware of the need for proper hygiene and educated regarding how to maintain it.

53. Vocational training agencies should jointly explore the creation of a token system with area laundromats, which would allow agencies to dispense laundry tokens, to be exchanged by clients for washer/dryer time.

54. Educational and vocational training agencies should explore the possibility of creating client hygiene areas, which would include shower/bathing facilities.

APPENDIX B

SYSTEM COLLABORATION COMMITTEE

Report Dissemination

This report has been made available to all PIC members, each SDA #14 Welfare Department and PIC Office, as well as all staff members participating.

Future Implications/Ongoing Activities

1. *Following the project, several activities have occurred: A System Collaboration Committee has been formed, has developed Bylaws, and is meeting regularly. (See Appendix B.)*

2. *The Committee is attempting to implement changes identified via the project.*

3. *Projects to date include the design of computer screens for the interactive network linking the schools, JOBS, and PIC staff--this has been accomplished.*

4. *The management is seeking approval of expenditures for the purchase of needed hardware and software to establish this linkage.*

5. *An innovative, long-term Job Club, mutually funded by JOBS/PIC, has been established, and is ongoing.*

6. *The OBES has been invited into, and is participating in the Collaboration Committee.*

7. *Representatives of the Collaboration Committee have linked with a Youth Transition Group, examining transportation needs.*

8. *A joint effort was successfully made by the PIC/JOBS and schools to acquire a Department of Development Grant to involve the private sector in efforts to move JOBS clients to employment.*

9. *SDA #14 received an Excellence in Partnership Award from JTP-Ohio, due largely to the success of the Collaboration projects.*

10. *Training for Committee members in strengthening linkages, was held.*

Evaluation

While no formal evaluation was undertaken, due to time constraints, the above-cited accomplishments gave evidence of the success of this project. In addition, core members have presented this project to several local and state groups. One additional SDA #14 county is duplicating this project on a smaller scale.

Note: A panel discussion of this project was presented by the agency administrators to the PIC. Participating were Cliff Davis, Project Facilitator; Mel Coleman, City Schools Superintendent; Darryl Eyster, HRB Director; Doug Theaker, Human Services Director; and Bill Hartnett, PIC Chairman. This video is provided with this report.

SYSTEM COORDINATION PROJECT

System Collaboration Committee

It is proposed that an interagency group be established to direct the development of integrated programming between the JOBS Program at the Richland County Department of Human Services, the Private Industry Council, the City of Mansfield Human Resources Bureau, and the adult vocational and educational programs of the Mansfield City Schools. The purposes of this group are:

1. To ensure interagency communication regarding program development and enhancement
2. To promote and coordinate increasing collaborative programming between the participant agencies
3. To identify service areas in which agency collaboration is likely to create the most positive impact on the client population
4. To recommend the formation of *ad hoc* committees to develop collaborative programming to address specific service needs
5. To develop procedures regarding ongoing interagency collaboration

The director of each agency will appoint two staff persons to serve on the System Collaboration Committee. Those two appointees should be chosen because of their agency and system knowledge and their demonstrated commitment to cooperative relationships between service providers. The committee will choose a chairperson from its membership, who will serve in that capacity for no more than 12 months. The chairperson will set the agenda for each monthly meeting by contacting designated persons within each agency prior to any meeting and soliciting issues meriting collaborative action. Specific issues and guidance for the committee may also be drawn from the final recommendations of the System Coordination Project. The chairperson will ensure that a written record is maintained for each meeting, and that copies of that record are sent to the director of each agency.

The creation of this committee is a further expression of commitment to an intentional integration of services provided to the population of persons who are educationally and/or vocationally handicapped. The committee may recognize the need to include representatives from other agencies in order to maximize the integration of services. Assent by a majority of the participating agencies is necessary in order to invite additional agencies to send representatives to the committee. If, as a result of increased membership, the number of persons appointed to the committee exceeds 12, representation will be changed to one staff person from each agency.

REC'D SEP 07 1990

BY LAWS

(I) NAME

The name of this organization shall be the Richland County System Collaboration Committee.

(II) PURPOSE

The purpose of the Richland County System Collaboration Committee is to provide a higher quality of services to community members who are educationally and/or vocationally and/or economically disadvantaged. To ensure this end, the System Collaboration committee will try to follow the below procedure.

1. To ensure interagency communication regarding program development and enhancement.

2. To promote and coordinate increasing collaborative programming between the participant agencies.

3. To identify service areas in which agency collaboration is likely to create the most positive impact on the client population.

4. To develop procedures regarding ongoing interagency collaboration.

(III) MEMBERSHIP

The director of each agency will appoint no more than three staff persons to serve on the System Collaboration Committee. Those three appointees should be chosen because of their agency and system knowledge and their demonstrated commitment to cooperative relationships between service providers.

Each member will be held responsible for equal participation in all committee functions.

Assent by a majority of the participating agencies is necessary in order to invite additional agencies to send representatives to the committee. If, as a result of increased membership, the number of persons appointed to the committee exceeds 15, representation will be changed to two staff persons from each agency.

(IV) OFFICERS

The committee will choose a chairperson from its membership, who will serve in that capacity for no more than 12 months. The officer's term will

run from July through June. Nominations for the following year will be made in May with elections to be held in June. The chairperson will set the agenda for each monthly meeting by contacting designated persons within each agency prior to any meeting and soliciting issues meriting collaborative action. Specific issues and guidance for the committee may also be drawn from the final recommendations of the System Coordination Project.

The committee will also choose a vice chairperson and a secretary following the same procedure listed above.

The vice chairperson will act as a proxy at all meetings the chairperson cannot attend. The vice chairperson will be chair elect.

The secretary will ensure that a written record is maintained for each meeting, and that copies of that record are sent to the director of each agency.

(V) MEETINGS

A. Regular Meetings-There shall be a monthly meeting scheduled. A regular meeting may be canceled by agreement of a majority of the Officers of the committee.

B. Special Meetings-Special meetings of the System Collaboration Committee may be held at any time upon the call of the chairperson or any four (4) committee members.

C. Notice of Meeting-Written notice of the time and place of each regular monthly meeting shall be sent, by the secretary, to each member at least seven (7) days prior to said meeting. The director of each agency shall also be sent notice of the meetings.

D. Quorum-The quorum for all meetings of the System Collaboration Committee shall consist of a simple majority of the current present membership.

E. Voting-At any meeting of the System Collaboration committee, each member present shall be entitled to one (1) vote. Each agency must be represented by at least one (1) member for any voting to take place.

F. Order of Business-At all meetings of the Systems Collaboration Committee the following order of business shall be observed insofar as the same are consistent with the purpose of the meeting.

1. Calling the meeting to order.
2. Approval of the minutes of the preceding meeting.
3. Committee reports.
4. Old/Unfinished business.
5. New business.
6. Date of next meeting.
7. Adjournment.

G. Rules of Order-Meetings of the System Collaboration Committee will be conducted according to generally accepted procedures. Should a procedural dispute arise, the presiding officer will seek consensus among the members present. If the dispute cannot be resolved in a reasonable amount of time, we will follow Robert's Rule of Order.

(VI) COMMITTEES

The Collaboration Committee shall prescribe the standing committees and their respective duties. Such committees shall be appointed by the chairperson, with the approval of the System Collaboration Committee.

(VII) AMENDMENTS

These BY LAWS may be adopted, amended or repealed by the vote of a two-thirds (2/3) majority of committee members present at any duly called and constituted meeting of the System Collaboration committee. Proposed amendments and the reasons therefore shall be submitted, in writing, to the members of the System Collaboration Committee at least thirty (30) days prior to the meeting in which they are to be voted upon. All statutes, amendments or repealed sections of these BY LAWS shall take effect immediately upon their adoption unless otherwise specified in the resolution adopted.

(VIII) PROCESS OF ACTIONS

It is the design of this committee to have all agency directors abide to and agree to the BY LAWS, the directors of each agency will accept and/or consider any recommendations made by this committee, and will contact the chairperson and/or vice chairperson within 7 days of receipt of all correspondence regarding any possible denial of the committees' recommendations.

SYSTEM COLLABORATION COMMITTEE DIRECTORY

(REVISED 11/8/90)

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SYSTEM COLLABORATION COMMITTEE

The System Collaboration Committee met on Thursday, June 14, 1990 at the PIC office, 161 Park Avenue East, Mansfield. Cliff Davis, Program Co-Ordinator, called the meeting to order at 1:00 p.m.

Those present were: Jiveta Perkins and Kathy Hamilton of HRB; Robin Gaston and Dean Lamneck of PIC; Whonetha B. Edwards of Mansfield City Schools Adult Education and Sharlene Neumann, Jim Seymour and Beverly Box of Richland Works!

Cliff explained that the purpose of this committee was to be an oversight group formed from the Welfare Coordination Committee to make one solid effort to pull the Committees' recommendations together to provide services to persons who are educationally and/or vocationally handicapped.

After reviewing the Committees' purpose, Cliff suggested that the Committee may recommend establishing Ad Hoc committees to review specific problems and may consider adding additional agencies to join this committee. After discussion it was recommended that an invitation be extended to the Ohio Bureau of Employment Services office. Sharlene Neumann and Doug Theaker will extend an invitation to OBES's Director, Kathy Wittmer, with a purpose statement included.

It was further decided that a copy of the 16 pages of the Narrative Summary of Recommendations of the draft compiled from the Welfare Coordination Committee be sent to each committee member to review prior to the next meeting and a copy of the Richland County Department of Human Services Resource Handbook.

The next meeting of this committee will be Tuesday, July 17, 1990 at 10:00 a.m. at Richland Works!, 183 Park Avenue East. Cliff Davis was requested to chair this meeting until a chairperson is selected.

Meeting adjourned by Cliff Davis.

Minutes recorded
- by Beverly A. Box

OTHER MINUTES AVAILABLE TO DOCUMENT:PIC APPOINTMENT AND PRESENTATIONS BY DHS DIRECTORS; WELFARE COORDINATION PROJECT CORE GROUP, WORK GROUP AND EXECUTIVES MEETINGS; ASHLAND DHS/PIC LINKAGE MEETINGS;KNOX JOB DEVELOPMENT MEETINGS;RICHLAND NETWORK MEETINGS

SYSTEM COLLABORATION MEETING
OCTOBER 12, 1990

OPENING

The System Collaboration Committee met Friday, October 12, 1990 at Prudential LMI's executive conference room, Mansfield, Ohio. Chairman Jim Seymour called the meeting to order at 8:50 A.M.

BUSINESS

Present were: Chairman Jim Seymour, Richland Works!; Cliff Davis, Project Consultant; James Blank and Paul Theaker, OBES; Whonetha B. Edwards and Myron Maglott, Mansfield City Schools; Robin Gaston and Dean Lamneck, JTPA/PIC; Kathy Hamilton and Jevita Perkins, Human Resource Bureau; Sharlene Neumann and Beverly Box, Richland Works! Jim introduced Valerie Harper who will represent OBES instead of Kathleen Wittmer. Hank Solis will not be a representative from OBES.

The minutes of the previous meeting were read and accepted with corrections.

COMMITTEE REPORTS

DEPARTMENT OF DEVELOPMENT: Sharlene Neumann stated that she and committee representative Dean Lamneck spent two (2) days interviewing the seven (7) referrals from OBES. Mr. David Russell was hired as the Community Job Developer and Pam Walls from the Pioneer JVS Joint Study Program was hired as clerical support. Dave, a retired 25 year employee of Sears, is President of the Madison School Board and acquainted with many community leaders in both the business and public sector. Full approval of the grant will be received by October 25th. Dave will be invited to attend this committee's next meeting, as he will begin employment on October 22, 1990. The Department of Development sub-committee will meet on Tuesday, October 30, 1990 at 1:00 P.M. at Richland Works! After discussion, Kathy Hamilton moved a motion to add Sharlene Neumann to the committee. Motion second and carried.

COMPUTER: Chairman Robin Gaston reported the sub-committee met on Monday, September 17, 1990 at Richland Works! The next committee meeting is Wednesday, October 17, 1990 to work on modifying screens to include collaboration information.

WELFARE COORDINATION REPORT:

Kathy Hamilton gave the statistical report of the committee survey: #'s 11 and 37 received 3 votes each; #'s 6, 9, 12, 26, 40, and 46 received 2 votes each; #'s 1, 2, 4, 5, 7, 8, 15, 16, 17, 19, 20, 22, 23, 28, and 30 received 0 votes. The computer committee's work will

affect #'s 11 and 27 and the intake process (#12) and PR Coordinator (#26) has started. By sending minutes of these meetings to the chief executives, #6 is starting and #46 (expanding Job Club activities) has started.

Discussion followed on the Job Clubs presently offered and the plans to establish long term Job Clubs that would pinpoint less successful clients to help them target in necessary skills. Ohio Employment Services offers a Job Club for 2-3 days that deals with resume writing, interviewing techniques and proper dress. JTPA/PIC and Richland Works! offers a 5 week Job Club for a target group of public assistant recipients who are court ordered to pay child support and seek employment. This 5 week course consists of 2 weeks of attitude training, 2 weeks of basic industrial skills and 1 week of job search. The skills training will be in carpentry, electrical work and computer training. A location for this 5 week program and computers for the industrial skill class are needed. Several suggestion were offered.

Paul Theaker agreed to investigate the possibility of developing a Job Club at OBES that would target low functioning people.

Also discussed was the possibility of developing a small informational card for clients to carry that would be useful in completing a job application.

OLD BUSINESS

Cliff Davis reported the Welfare Coordination report was presented and well received by the four (4) county area representatives present. A video of the presentation is available upon request.

NEW BUSINESS

The next meeting will be Friday, November 16, 1990 at 10:00 A.M. at Richland Works!, 183 Park Avenue East.

ADJOURNMENT

The chairman adjourned the meeting at 9:35 A.M.

Minutes recorded
by Beverly A. Box

SYSTEM COLLABORATION MEETING
November 16, 1990

OPENING

The System Collaboration Committee met Friday, November 26, 1990 at Richland Works!, 183 Park Avenue East, Mansfield, Ohio. Chairman Jim Seymour called the meeting to order at 10:03 A.M.

BUSINESS

Present were: Chairman Jim Seymour, Richland Works!; Jim Blank and Paul Theaker, OBES; Whonetha B. Edwards, Joe Mudra, Myron Maglott, Mansfield City Schools; Robin Gaston, Dean Lamech and Bridgett McDaniel, JTPA/PIC; Kathy Hamilton, Valerie Harper and Jivita Perkins, HRB; Sharlene Neumann and Beverly Box, Richland Works! Sharlene introduced Dave Russell, Community Service Representative. Dave was hired as a result of the Ohio Department of
Development Grant of which the sub-committee evolving from the System Collaboration Committee will be acting in an advisory capacity.

Minutes mailed of the previous meeting were accepted with two additions.

COMMITTEE REPORTS

Department of Development: Sharlene Neumann stated Dave Russell and Pam Walls started working Monday, October 22, 1990 and are familiarizing themselves with each agency. On Tuesday, October 30 the sub-committee had their scheduled meeting without Dave who was unavailable to attend. The sub-committee will meet after this meeting with Dave to provide help that will enable Dave to function. Richland Works! Community Work Experience Site Supervisors have been contacted for a referral of a participant for Dave to work with and Dave will be working with the JOB Club Coach for other referrals.

Dave advised he has been meeting with people at OBES, JTPA/PIC, Richland Works!, OITP and Bill Hartnett. It has been determined that he will be using the Chamber logo as a foot in the door and will have business cards with the Chamber's logo. Dave further stated he has been attending the Chamber and Kiwanis meetings and with his background in industry, the service community and retail business feels he will be able to pick up job opportunities.

COMPUTER: Chairman Robin Gaston reported the committee met Thursday, November 8, 1990 and they are making progress getting screens together. Dave Robinson is working on a screen for attendance and at the next computer meeting the committee members plan to review all screens. The committee has met with Don Bryant at Richland Works! and are also trying to develop a client history screen. The discussion that

followed addressed the questions and remarks listed below:

*The length of time for a clients history on the card. A three year period of time was suggested, especially, with hard core clients.

*Would or should there be room for a comment section.

*Should family information be added: HRB could use information about clients children. Should names and ages be listed or just ages.

*Richland Works! cases have a brief history of clients.

*Jargon used should be from three agencies.

*Clients history could be indexed from the computer card instead of dropping altogether.

*A need to look at the client in a holistic approach.

*Has the question of who will load the computer been decided?

*HRB suggested an out of school youth in common for the function.

*OBES has access to the software and can add information.

*JTPA/PIC does not have hardware to access to date.

*Target date for hardware is January, 1991.

*Use income information to adapt to HRB's needs.

*After information and needs are identified Don Bryant can be secured to complete programs.

OLD BUSINESS

Paul Theaker advised that Kathleen Wittmer has contacted the Cleveland office to develop a JOB Club to begin after the first of the year to target the low-income population. OBES's present JOB Club is working with dislocated workers. Sharlene advised there are unallocated Federal Jobs Funds that has resulted in state level agreements for job development and placement. OBES will use the funding to develop JOB opportunities for JOBS participants.

In view of Dave Russell's involvement with this committee, Bridget McDaniel moved a motion that Dave be the Chamber Representative to the System Collaboration Committee and that Bill Hartnett be placed on the committee mailing list. Motion second and carried.

NEW BUSINESS

Bridgett stated there was a video made of the Welfare Coordination Committee presentation at the JTPA/PIC meeting in Mt. Vernon. A copy of the video will be sent to State with the final report of the grant. Two evaluation forms will be sent to each participant and anyone invited to the presentation to complete and return to her.

Bridget also stated that New Hope was looking into doing community net-working with the Richland Transition Task Force to form a transitional task force to address the special needs of providing transportation in the community was one of the fifty-one points this committee wanted to address, she felt a representative should attend this meeting. It could be possible that with an explanation of this committees work the transitional task force would expand their goal. Our representative could also become privy to funding sources. After discussion, Dave Russell and Bridget agreed to attend the meeting scheduled on Wednesday, November 18 at 1:30 P.M. at the Y.

After discussion Robin moved that the December meeting will be a luncheon meeting, hosted by JTPA/PIC on Monday, December 17, 1990 and an invitation will be extended to each Agency Executive associated to the committee.

Motion second and carried.

The January meeting of this committee will be Friday, January 18, 1991 at which Gateway will be invited to attend.

ADJOURNMENT

There being no further business to discuss Jim adjourned the meeting at 10:50 A.M.

Minutes recorded by
Beverly A. Box

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